



Fifth Grade Curriculum 2024-2025

English Language Arts



Enduring Understandings:

- The five components of literacy give power and voice to communicate ideas and express feelings, thoughts and concepts.
- The dynamic nature of language empowers readers and writers.

In the fifth grade English language arts curriculum, we continue to support our students in phonemic awareness and science of reading strategies, as we also differentiate instructional strategies to meet individual student needs. These decisions are made through the collection of data on each student's progress and performance. Additionally, a comprehensive comprehension model is employed to teach reading and writing, grounded in essential questions and enduring understandings that guide students in exploring various literary genres.

Our model, with increased emphasis on providing students with voice, choice and agency, becomes the conduit through which students develop a love for reading and writing during their intermediate years. Through this model, students not only see themselves as readers and writers but also actively engage in the process of becoming lifelong learners. Teachers provide direct instruction through read-alouds, whole group mini-lessons, conferring and small-group strategy lessons. Each student maintains a readers and writers' notebook, fostering the development of critical thinking skills and self-reflection, while independent reading is a central component, allowing students to engage with books at their level and interest, promoting a love for reading. For students who need additional support in phonics and phonemic awareness, explicit instruction continues in this area.

Vocabulary development is addressed through the Worldly Wise program, focusing on academic vocabulary to strengthen the link between vocabulary and reading comprehension. Students engage in extension activities that target a deeper understanding of morphology. The Patterns of Power resource is utilized for grammar instruction, grounding the learning in inquiry, collaboration and conversation. This approach allows students to explore conventions through the lens of author's purpose and craft, fostering a deeper understanding of language use and application. Within the writers' workshop, students follow a process-oriented approach, encompassing idea generation, drafting, revising, editing and publishing. The iterative process acknowledges that writing development is not linear, with steps revisited multiple times to refine and enhance their work. Explicit lessons on writers' craft are taught and assessed, providing students with a solid foundation in writing skills.

Aligned to the New York State Literacy Initiative, the fifth grade has a comprehensive, knowledge-building unit on human rights. This unit of study centers the importance of the reciprocal relationship between reading and writing on a topic to promote a deeper understanding. Students have the opportunity to engage in high-impact practices such as reading a variety of high-interest, diverse, and complex texts, participating in text-based discussions, writing about reading, as well as crafting writing products to match audience and purpose.

Each of these instructional approaches immerses students in opportunities as readers and writers, developing fluency and comprehension through engagement with genre-based teaching and thinking curriculum. They also embrace current research findings to create a dynamic and effective learning environment for students, preparing them for success in language arts and beyond.

Math

This school year, the 5th grade will learn math through a new math program, Eureka Math². This curriculum is built on the NYS Next Generation Mathematics Learning Standards aligned Engage NY curriculum that students are familiar with from their learning in grades K - 4. However, students will find that this new program is more engaging, more hands-on and more accessible.

In grade 5, students extend previous understandings of whole numbers, fractions and decimals to explain relationships and computation strategies. They apply this work to solve problems in geometric and measurement contexts.

The following modules are studied in fifth grade:

- ✓ Place Value Concepts for Multiplication and Division with Whole Numbers
- ✓ Addition and Subtraction with Fractions
- ✓ Multiplication and Division with Fractions
- ✓ Place Value Concepts for Decimal Operations
- ✓ Addition and Multiplication with Area and Volume
- ✓ Foundations to Geometry in the Coordinate Plane

Social Studies



Enduring Understandings:

- The interpretation of evidence is essential to understanding and learning.
- People develop different solutions for similar needs, challenges and desires.
- Culture provides an identity that influences how we view the world, make decisions and seek solutions to problems.
- There is an interaction between people and their environment.

The focus of the fifth grade social studies curriculum is the study of the Western Hemisphere's geography, history, culture, government and economy. The social studies practices (gathering, interpreting and using evidence, chronological reasoning and causation, comparison and contextualization, geographic reasoning, economics and economic systems and civic participation) are infused with the social studies content. In addition, research techniques and map skills are stressed throughout the year. Assignments include geography work, content specific readings, projects and reports. Students are assigned projects, with specific guidelines, which require work both at school and at home.

Science

The following Amplify science units are studied in the fifth grade:

- ✓ Patterns of Earth and Sky
- ✓ Modeling Matter
- ✓ Ecosystem Restoration



Grade 5 science emphasizes a hands-on, inquiry-based approach to understanding phenomena that exist in the world. Students are involved in learning experiences, which require them to maintain a science notebook where they demonstrate their ability to utilize the scientific method: question, make a hypothesis, follow procedures, observe and gather information, record data and draw conclusions.

During the Patterns of Earth and Sky unit, students analyze stars on ancient artifacts. They take on the role of astronomers in order to help archaeologists explain the illustrations on a recent discovery of a thousand-year-old artifact. Students use mathematical thinking to make sense of patterns in the sky, which they figure out by using physical and digital models. A large component of the curriculum is based on students planning and conducting investigations to figure out how the spin and orbit of our planet are the cause of the daily and yearly patterns of stars we see in the sky.

The second unit of the year is Modeling Matter, in which students will specifically focus on the chemistry of food. Students will assume the role of food scientists to identify a potentially hazardous food dye in a food coloring mixture. The students are also challenged to create a good-tasting and visually appealing salad dressing. Through engaging in hands-on investigations and using physical and digital models, the students gather evidence about mixtures at the observable scale and at the scale of models. Finally, they will develop visual models and write explanations about mixtures.

As part of the last unit, called Ecosystem Restoration, students take on the role of ecologists to figure out why a reforested section of the Costa Rican rain forest ecosystem is failing—the jaguars, sloths, and cecropia trees in the area are not growing and thriving. Students use a digital model and terrariums as models to figure out the ways that animals and plants in an ecosystem get the matter and energy they need to grow. They analyze data about the ecosystem, and use evidence to make scientific arguments about what is causing the problem and to design restoration plans to address it.

Project Lead The Way (STEM)



The focus of the PLTW program at Main Street School is to foster 21st Century Learning and STEM Education- where projects incorporate **S**cience, **T**echnology, **E**ngineering, and **M**ath. Children in 5th grade will continue Project Lead The Way this September. The next steps in this exciting venture will help student advancement in problem solving and collaboration skills through the STEM subjects beyond the content introduced in fourth grade. Students will participate in PLTW classes 1 time a week, all year long, and will use iPads, Chromebooks and VEX construction kits to infuse research and applications in the realm of “Robotics and Automation”. In addition, students will explore various forms of code writing throughout the year.

Character Building/ Social Emotional Learning



Our foundation for character building is the CASEL competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The CASEL competencies align with the District's vision of a Portrait of a Graduate and support students in becoming self aware individuals capable of fostering their own social and emotional well-being. We have clearly articulated school wide behavior expectations as well as defined expectations for recess, cafeteria, bus, assemblies, etc. Individual teachers work with students to develop classroom specific expectations at the start of the school year and revisit these throughout the year. The expectations and related processes align to the CASEL competencies as well as Habits of Mind.

We explicitly teach the Habits of Mind. The Habits of Mind are an identified set of problem solving, life related skills. They promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship and provide students with skills to work through real life situations and respond using awareness, thought and intentional strategy in order to gain positive outcomes. Examples of the Habits of Mind include persisting, thinking and communicating with clarity and precision, managing impulsivity, listening with understanding and empathy and thinking flexibly. The Habits of Mind are an integral element to supporting the Portrait of a Graduate and our students' quest to achieve to their fullest potential while acting with honesty, compassion, empathy, and integrity. Teachers integrate the Habits of Mind into their daily lessons. In addition, all classes engage in class discussions/circles to build community. These discussions/circles are framed by the essential questions of our K-12 Character Education Framework, which include the following:

Essential Questions:

- What is fair?
- What is ownership?
- What makes a community?
- How is inaction action?
- What defines who we are?

Students will also develop and participate in monthly assemblies related to character building. While the assemblies are for students and school personnel only, they present an opportunity for families to have follow up conversations at home. At the end of each assembly students are recognized with leaves to positively reinforce behaviors aligned with Habits of Mind and behavior expectations. The leaves are hung up on our character building "trees" outside of the cafeteria and a copy of the leaf is sent home to families along with a letter.

Additionally:

- Our School Counselor meets with all classes and teaches lessons to support our students in developing their social emotional skills using the Character Strong Program: PurposeFull People.
- We partner with The Human Rights Campaign's Welcoming Schools. Our K-5 Social Worker, MSS School Counselor and MSS School Psychologist partner with teachers to deliver lessons fostering an inclusive and welcoming school community around the acceptance of our many identities (gender, race, ethnicity, religion, etc.).
- All classes will engage in learning about human rights through an in-depth Human Rights Unit of Study that integrates reading, research and writing and incorporates opportunities for students to learn in depth about human rights issues impacting people around the world. Students will have choice in the way in which they take action to be Makers of Change.



Global Citizenship

At MSS, we explicitly teach into global citizenship and what it means to be a global citizen within and beyond our school community. **Global citizens** are individuals who are aware of and understand the wider world - and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable. Global citizenship helps people build an understanding of world events. Additionally, we talk about and provide opportunities for our students to be makers of change. Makers of change are individuals who demonstrate empathy and acceptance through intrinsic actions that celebrate the diversity of humanity. They think critically about issues locally and globally, and work to create plans, set reachable goals and approach each step with intention.

Enduring Understandings:

- ✓ A citizen is a member of a community with rights and responsibilities.
- ✓ A global citizen takes personal responsibility for one's decisions and actions.
- ✓ Global thinking is not in isolation; ethics, history, and background knowledge impact understanding.

Essential Questions:

- ✓ What does it mean to be a global citizen?
- ✓ How is inaction action?
- ✓ How can global citizens be makers of change?



Art

The art program at Main Street School explores the idea of what it means to be an artist. This exploration is defined by two big ideas:

- Art communicates ideas.
- Our work communicates effectively through design, or through the choices we make.

Our ultimate goal for all of our work is to use the resources and information available to make informed choices that will best visually communicate our individual ideas. Students are encouraged to use the tools and the techniques of the artist to observe the world and express their new-found knowledge in creative works. We use the framework of the National Core Standards as a guide to the authentic creative process.

As artists, we create work, present work, respond to work, and make connections to work that lead us to our next work. Students cycle through this process, choose their own work, and begin to define through their choices the personal design process that is at the heart of being an artist.

This process gives students access to the specific habits of mind employed by the artist. Thinking like an artist, gives students a means to organize their growing ideas and to begin to express them in their own voice. Art becomes more than an activity. It becomes a way to communicate ideas, solve problems, and develop and express a world view.

The fifth grade does also spend an extended time working with observation drawing, as part of the authentic art experience. Observation drawing is a brain expanding pursuit. It builds the skill of mindful seeing and strengthens the eye-brain- hand connection, important thinking activities for the artist and non-artist alike. We use observation drawing in combination with imaginative drawing to build a personal narrative.

Library



Enduring Understandings

1. Reading for pleasure or information has life-long applications.
2. Information literacy and the Inquiry Process support learners as thinkers, explorers, and citizens.
3. Learners make valuable and ethical choices when using information.

The information literacy curriculum is designed to nurture and support a student's development as a confident, self-directed researcher and a responsible digital citizen. The Inquiry Process emphasizes personal interests that motivate student learning. Inquiry is a process of active learning that is driven by questioning and critical thinking.

The Library supports each student's personal reading interests by providing a robust and diverse library collection to meet the needs of developing readers. Students come to the library once a week as a class to choose books for their personal reading interests with the support of Ms. Pulley. Students are also encouraged to use the library independently throughout the week to exchange books.



Physical Education

The primary goal of physical education in the Main Street School is to provide students with the knowledge and skills necessary to remain physically active across a lifespan. In PE class, fifth grade students are introduced to a wide variety of team sports and leisure activities including cooperative games, golf, track and field, ninja warrior, soccer, basketball, volleyball, floor hockey, and flag football among others. In addition, students are introduced to a variety of personal fitness concepts through the lens of the five components of fitness. The year culminates with our Annual Bulldog Day event, in which students participate in a variety of cooperative group games they have learned throughout the year.

Throughout all Physical Education units, the Main Street School Character Building concepts are discussed and reinforced, including cooperation, sportsmanship, and teamwork. Students learn to work in small groups, large groups, partnerships and more as they navigate through a variety of different activities.

General Music



Enduring Understandings:

- Music is an essential element of humanity, encompassing mathematics, science, history, language, kinesthetic engagement and artistic expression.
- When we make music together, we transcend ourselves and connect deeply with others.
- Music is an artistic language used to communicate across all cultures.
- Music is a creative art form that encourages students to take risks and learn from their mistakes in a supportive and collaborative environment.

In our weekly general music class, students will develop their musicianship through singing, playing instruments, listening, improvising, composing, and playing games, while exploring music of various styles and cultures. Students will master elements of music such as rhythm, melody, harmony, form, expression, vocal technique and performance technique through individual, small group and large group activities.

The entire 5th grade will perform at the winter concert in January. Specific information about concerts will be sent home later in the year.

MSS Singers



Main Street School Singers is a special opportunity for your child to be part of a choral group that performs at a winter and spring concert. All 5th grade students will perform at the winter concert and sing in the 5th Grade Chorus. In addition, students can choose to spend extra time singing in a special club called the Main Street School Singers which meets once a week before school. During our rehearsals, students learn about singing in an ensemble, vocal technique, harmony, and reading music. Meeting outside of general music class allows us to learn challenging music in a fun, supportive environment. Main Street School Singers is open to all students. No audition is required to join. All families will be emailed a sign-up form early in the school year.



5th Grade Orchestra

Enduring Understandings:

- Playing a string instrument is a whole body experience engaging the mind through reading music, engaging the body through gross and fine motor movements, and engaging the spirit through the joy of music making in a group.
- Playing in orchestra is a team sport; individual ownership over one's practice will directly influence the success of the group.
- Playing a string instrument teaches individual and group responsibility, confidence, self-reflection and physical stamina and strength.

5th grade students will refine their skills as string players through weekly lessons and orchestra rehearsals before school. Students will have weekly group lessons during which they will learn to set their own goals, notes on all four strings, the D, G and C scales, detaché, staccato, and legato bowings, bowing lanes and corresponding dynamic levels (mezzo forte, forte and piano) in addition to continued practice of proper position, relaxed breathing bow and note reading fluency. In our weekly orchestra rehearsals before school, students will practice concert repertoire as a large group, assessing intonation, blend and balance among the ensemble. Students are expected to practice at home 4-5 days per week for 15-20 minutes. Individual practice is essential to the group's success and the enjoyment of the experience.

The entire 5th grade orchestra will perform at the winter concert in January and the spring concert in June. Specific information about concerts will be sent home later in the year.

5th Grade Band

Enduring Understandings:

- Mastery of technique allows for expression.
- The way music is written informs expression.
- Performers in a group adjust their individual performance to create expression as an ensemble.



Students in 5th Grade Band have weekly group lessons during which they refine their playing technique, develop their note reading skills, and learn to play with different articulations and dynamics to create expression. In our weekly band rehearsals before school, students will practice concert repertoire as a large group while learning how to follow a conductor and work well with others in a large group. Students are expected to practice at home 4-5 days per week for 15-20 minutes to develop their technique, note reading, and stamina.

The entire 5th grade band performs at the winter concert in January and spring concert in June. Specific information about concerts will be sent home later in the year.

Irvington Union Free School District

Portrait of a Graduate



COURAGEOUS LEARNER

I eagerly pursue knowledge.

I have the skills and curiosity to continue to build upon my knowledge for a successful life along my chosen path. I think critically by evaluating and synthesizing information to draw meaningful conclusions. I know mistakes help me grow and am willing to take risks in my learning. I am a flexible and creative problem solver.

ENGAGED CITIZEN

I actively and productively contribute to a larger society.

I examine issues from multiple perspectives and am aware of how my actions, thoughts and words impact my local, national and global communities. I recognize the diverse society in which we live and respect and appreciate the cultures, backgrounds and identities of my peers and their families. I am digitally responsible. I embrace others and actively seek to build community.

EFFECTIVE COMMUNICATOR

I productively exchange ideas and collaborate with others.

I express myself clearly in my speaking and writing across a variety of mediums. I promote open and honest communication by being an active and respectful participant. I understand how non-verbal and visual communication can convey my thoughts and emotions.

SELF-AWARE INDIVIDUAL

I possess the skills and tools to achieve personal happiness.

I understand myself and am able to foster my own physical, social and emotional well-being. I am reflective and have the confidence and resilience to overcome challenges. I use sound judgment and act with honesty, compassion, empathy and integrity. I strive to achieve my fullest potential and seek to integrate my passions into my studies, activities and other endeavors.